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Service Paper

**History Games For Secondary Schools**

Submitted by

**Lawrence Donald Bridgham**

(B.S. Ed. Ed., Gorham Teachers College, 1942)

In partial fulfillment of requirements  
for the degree of Master of Education.

**First Reader: Franklin C. Roberts, Professor of Education**

**Second Reader: William H. Cartwright, Jr., Assistant Professor of Education**

Gift of L.D. Bridgman  
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## Table of Contents

	<u>Page</u>
I. Introduction	1
Games and Motivation	1
Uses of Games	3
Purpose of Paper	3
Outline of Paper	3
Criteria Used in Selection of Games	5
Increasing Pupil Interest in Games	5
Pupil Participation in the Game Program	6
Cooperation	9
Competition vs. Cooperation	10
Game and History Objectives	12
A Word of Caution	16
A Final Word	17
II. Table of Contents of Games	17-a
III. Games - Junior and Senior High School Games	18
IV. Questionnaire and Results	70
V. Bibliography	76



# Table of Contents

1	I. Introduction
1	Games and Recreation
3	Uses of Games
3	Purpose of Paper
3	Outline of Paper
3	Criteria Used in Selection of Games
3	Interestful and Interesting in Games
3	Participation in the Game Program
3	Cooperation
10	Competition vs. Cooperation
10	Games and History Objectives
10	A Word of Caution
17	A Final Word
17-18	II. Table of Contents of Games
18	III. Games - Junior and Senior High School Games
70	IV. Questionnaire and Results
75	V. Bibliography



## THEORY AND PRACTICE OF THE

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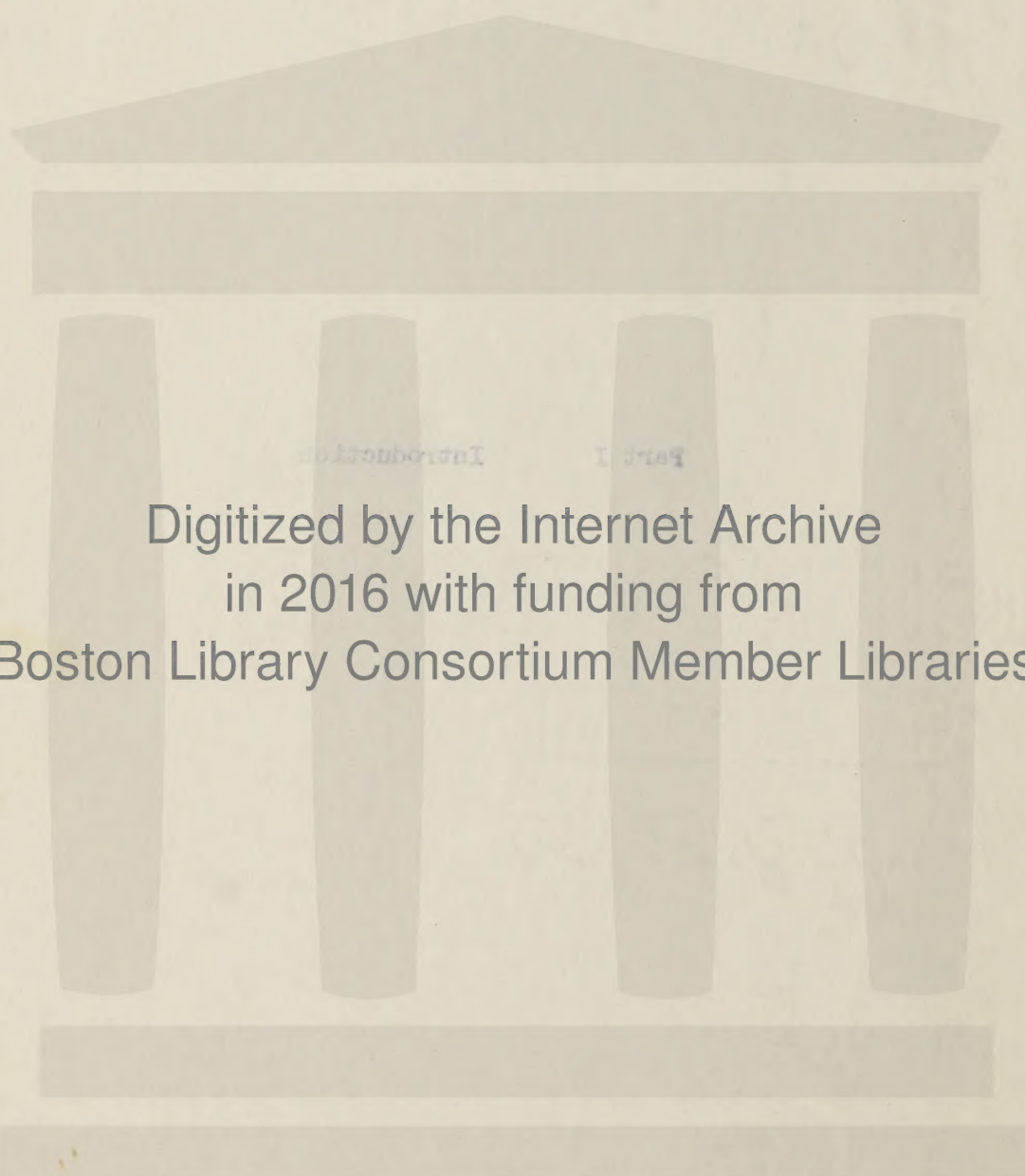
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### Part I Introduction

#### THEORY AND PRACTICE OF THE

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## HISTORY GAMES FOR SECONDARY SCHOOLS

History and everything connected with it has always been fun for the present author. He has nearly always thoroughly enjoyed his assignments; and to him reading history books is a fascinating pastime. But some of his most pleasant memories are those of playing games in a world history class he had in junior high school. He also remembers, with pleasure, meal hours spent in playing, - "Who Is It" - with the boys at a boarding school where he taught.

Because of these memories, because of his interest in the subject, and because there seem to be no books or studies that cover the field in just the way that he intends to, this writer has decided to compile a group of history games and make recommendations for their use in this paper.

### GAMES AND MOTIVATION

There has apparently been no research done to prove that games stimulate pupils to more or more vigorous study than other approaches or even natural inclination would produce, or that they remember more of the review work when the reviewing is done with a game. But this writer is convinced from his own experience that nearly all students enjoy good games occasionally. An article which appeared in the Sierra Educational News was entitled "Games Lighten Learning".<sup>1</sup> And in The Motivation of School Work by H. B. and G. M. Wilson we are told that, "Fundamentally, of course, the motives which shape our conduct and spur us on to do worthy things are rooted in instinct, as Rowe shows."<sup>2</sup> Among these instincts is listed that of play. At another point this statement is made, "Common

1. Carolyn Nunn, "Games Lighten Learning", Sierra Educational News, 4 P:24,40, October 1944.
2. H. B. and G. M. Wilson, The Motivation of School Work, Houghton Mifflin Company, 1921, P. 45.







observation convinces us that the tenacity with which anything is remembered varies greatly. But in the last analysis the interest of the learner is found to be the chief determining factor." <sup>3</sup> If games are fun and therefore interesting, if the tenacity with which anything is remembered is dependent chiefly on the learner's interest, and if play is one of the instincts that motivate us to do worthy things, all of which assumptions the author believes are generally true, then it would appear that there is a place for games in the field of history teaching.

Of course, granted that this reasoning is valid, the only reasonable assurances we can get from using games is that that part of the material that is dealt with directly in games will be mastered with the success that interest and other instincts associated with games produce. It does not necessarily follow at all that because students are interested in these history games that they will thereby be interested in the other aspects of the classwork, and that a history program, bound to be successful because it rests on interests and felt needs, will automatically result. But often when a direct frontal attack on a subject does not bring with it the success that one desires, use can be made of what we might call little entering wedges. These will tend to put the pupils in a more receptive frame of mind, from which point the teacher, with the use of other techniques and methods, can develop a real interest in the subject matter of the class as a whole. Games, it is felt, would be a very valuable entering wedge.

In addition to play, other motivating instincts reported by Wilson as being listed by Rowe are construction, sociability, rivalry,

3. Ibid, p. 35.

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ambition, and love of approbation.<sup>4</sup> These can surely all be made to function to a greater or less degree through games.

#### USE OF GAMES

The author believes that games can be effectively used as a direct aid in achieving the aims and objectives of history teaching that are set forth later in this chapter, as well as in developing many desirable personal characteristics, especially many of those that are necessary for good social behavior.

#### PURPOSE OF PAPER

Based on the idea, developed above, that interesting games can supply a strong motivating force which can be utilized to help the teacher and the class accomplish the job laid out, this paper has as its purpose the compilation of a selection of games which can be used by the secondary school history teacher to fit into his plan of work as he sees fit, to suggest purposes for which they can be used, and to make hints for their effective use. Most of them will be suitable chiefly for the junior high school level, but senior high school students should find some of them very interesting and worthwhile.

#### OUTLINE OF PAPER

In addition to the games themselves the paper includes several supporting sections. Its total make-up is outlined as follows:

Part I Introduction, explanation, and justification of the project, with suggestions for its use.

Part II Table of contents - games classified under the following headings:

4. Ibid, p. 45.

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A. The three aims of history in which it is hoped they will be an aid:

1. Acquisition of a store of historical information.
2. Ability to use maps, charts, indexes, libraries, reference books, and other sources of information.
3. Ability to analyze causes and results of historical events, and interpret and evaluate the effect these movements and events have had on the course of history.

B. Number of players necessary:

1. The whole class; a large group.
2. A medium-sized group - six players or less.

C. Length of time involved:

1. Whole period
2. Part of period

D. Kinds of games:

1. Quizzes
2. Dramatizations
3. Active games, relays, etc.
4. Games of suggestion; games in which the answers are not based on direct questions.
5. Map location games
6. Games that involve working with source material
7. Miscellaneous





Part III The games themselves, with rules, suggested grade placements, suggested uses, and list of equipment needed.

Part IV Results of a questionnaire secured from approximately fifteen experienced history teachers to find out how they use games in their history classes in those cases where they are used, why they use them, and their opinions regarding their use.

Part V Bibliography

#### CRITERIA USED IN SELECTION OF GAMES

To be of any particular value to a history class, games must help in achieving some of the goals of the course. They also must be fun. These two requirements will be the chief criteria in choosing the games for this collection.

In order to limit the scope of the work, only those activities will be included (save for a few exceptions which will be duly noted) which can be carried to completion in the course of a single period, which will keep most of the class busy thinking most of the time, which involve competition, which have a definite set of rules, and in which there is a winner, either an individual or a team, which can be objectively determined.

#### INCREASING PUPIL INTEREST IN GAMES

To the teacher who takes the most pains in setting the stage, figuratively speaking, for his activities is likely to go the most success. This is particularly true of games. A little introductory talk rendered

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#### INCREASING STUDENT INTEREST IN GAMES

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with real professional polish, along with a few properties, can do a great deal to stimulate enthusiasm and interest.

Like any other school activity, an interest in games can be increased by correlating them with the pupils' outside interests. In October, for example, History Baseball in which the two sides are given the name of the world series teams for that year is particularly appropriate. Question and answer games fashioned after current radio quiz programs to which the children listen have also proved popular. The tie-up of classwork with outside interests is possible only to a limited extent, but nearly always gives gratifying results when it can be done.

#### PUPIL PARTICIPATION IN THE GAME PROGRAM

Games give a fine opportunity for a large amount of active pupil participation in the classwork. They can work up the properties, make out the questions, and even do a great deal of the actual planning of the activity. Here is a chance to take care of those who are fast workers and need something extra to keep them busy, as well as those who do not particularly care for studying, but like to do things with their hands. Again this work of preparation may be taken up as an assignment for the whole class. Or perhaps the teacher will want to make use of a combination of the two approaches. Then when game time comes around, the students can well be given the responsibility of carrying the activity out and making it a success. The officiating, the scorekeeping, and the administering jobs can be done nearly as satisfactorily by them as by the teacher and they will get an excellent chance to acquire skills and attitudes which will continually prove to be of practical value to





them. In fact, it is possible that the skills and attitudes that the children develop by planning, playing, and managing these games will be one of the outstanding contributions that the course makes to the growth of the pupil. The Department of Supervisors and Directors of Instruction of the National Education Association makes a statement as to what happens when, "Many opportunities are provided to share, to plan, to discuss, to think, to create, to explore, and to evaluate together", and "Each child finds some area in which he can make a contribution which the group recognizes as important." Then, they say, "He begins to feel a sense of belonging to the group, which is a right and need that must be safeguarded for every pupil."<sup>5</sup> In regard to the efficacy of the learning that is derived from pupil activity, The National Society for the Study of Education has this to say, "The work of the proponents of the activity movement soon to be founded upon the assumptions....(2) that each activity means interaction with the environment of people, things, and ideas with which he comes into contact, (3) that the product of this intereaction is not only a change in the environment, but also a change in the individual, and (4) that this change in the individual, as the inherent effect of the experience, is the resultant learning." <sup>6</sup>

Specifically, it seems reasonable to believe that participating in, managing, and playing games can afford training in at least three characteristics that make for well adapted individuals with well rounded personalities.

5. Eldridge T. McSwain, "The School and Democratic Living", Cooperation: Principles and Practices, Yearbook of The Department of Supervisors and Directors of Instruction of the National Education Association, Vol. 11, Washington, D.C., 1939, P. 78.

6. Adelaide M. Ayer, Mildred English, James F. Hasic and Lois C. Mossman, "Description of Some Ways of Interpreting the Principles of Activity When Applying It to School Work", The Activity Movement, Thirty Third Yearbook of The National Society for the Study of Education, Part II, Public School Publishing Company, 1934, P. 66.







First is handwork ability. The opportunities in this line are limited, but include the making of necessary properties. Making well something that is useful stimulates in one a feeling that is satisfying in itself, and may well lead to a hobby that a person can enjoy in his leisure time.

Second is leadership, the development of which is limited only by the capacity of the pupil and the amount of opportunity allowed by the teacher. The child, when given a chance to direct something, is able to apply what he has learned about leadership in his study of history and great historical figures, and then can understandingly evaluate this quality in these men, and others whom he will study later--in the light of his own experience.

Third, and probably most important, is good sportmanship and the ability to get along with others well. These activities that are mentioned are group activities and can attain high success only when the people who are engaged in them act in such a way that each is able to make his maximum contribution, and a program is adopted that takes the best from each. Every effort must be made to keep differences of opinion from becoming arguments and disputes; they should be decided in the interests of the class as a whole, and the desires of the individual must be subjugated to those of the group... A large part of history is the story of man's attempts to get along with one another, his successes and his failures, and the effect of these successes and failures. That we must learn to succeed is a fact that no one will deny. Until we learn the technique of living peaceably with those with whom we come in contact daily, the hopes for world peace look very dim. But when we





do the campaign is more than half won.

### COOPERATION

If the teacher wishes to use the class to help him prepare the questions for the games or to decide what items should be included, or make plans for the activity, it may well be that he will decide to make use of discussion groups. Here is a fine chance to teach co-operation. One of the great needs of today is for men who can discuss things co-operatively at a conference table and come forth with some concrete results. It is believed by some educators that this type of cooperation can be taught directly, and techniques for that purpose have been developed. Heise, in his study, has found that, "Knowledge of the technique of co-operation can be taught to school pupils. The gains of the experimental groups in comparison with those of the control groups substantiates this observation."<sup>7</sup>

"From the data that have been coded and analyzed it would seem that actual changes of performance in accordance with the Courtis Technique can be made."<sup>8</sup> The Department of Supervisors and Directors of Instruction of the NEA says concerning a curriculum that is interpreted as a process of continuous experiencing in and out of school, "The process of learning and living together is of paramount importance. Subject matter and skills are learned and used by the pupil because he recognizes their meaning and functional value. They help him at arriving at goals which he, with the help of the teacher and others, has formulated as being significant. It becomes necessary for him to work cooperatively because he understands the values to be gained in working with others.

7. Bryan Heise, Effects of Instruction in Cooperation on the Attitudes and Conduct of Children, University of Michigan Press, 1942, P. 32.

8. Ibid, p. 51.





This approach fosters development in self reliance, initiative, originality, shared planning, and in democratic cooperation." <sup>9</sup>

Of course, these results are only proportionate to the amount of time allotted for pupil activity. Therefore if a teacher wishes to use games to do much toward these purposes, he will have to plan to give more time to them in his schedule than might ordinarily be the case. However, it would seem that were games used only occasionally, pupil participation in carrying them out would make some positive contribution to their character.

#### COMPETITION vs. COOPERATION

There is a feeling abroad in the educational world that competition which sets off the brilliance of a certain few individuals and stimulates interest in personal advancement of an essentially self-centered nature is a thing to be avoided. For instance, we have this statement, "If made dominant incentives by the schools, these (awards, prizes, and honors obtainable by only a small number of pupils through individual ambition and achievement) are destroyers of cooperation."<sup>10</sup> And we are not interested in destroying cooperation. Then we have this in regard to marks, "The number of respectable marks obtainable being limited, there develops an attitude of rivalry and competition among the pupils that is inimical to the habits and ideals characteristic of a society where social planning through cooperative means has been accepted as the most desirable."<sup>11</sup> But on the other hand studies show that rivalry is a very effective motivator - more effective than

9. Eldridge T. McSwain, "The School and Democratic Living", Cooperation: Principles and Practices, Yearbook of The Dept. of Supervisors and Directors of Instruction of the NEA, Vol. 11, Washington, D.C., 1938, P.77.

10. Ibid, p. 76.

11. Ibid, p. 74.





is the desire to accomplish something by cooperative enterprise. "The efficiency of work (simple one by one place additions) for self was definitely higher than that of work for the group," <sup>12</sup> one study has shown, while another report summarizes previous studies by saying that, "Rivalry produced an increase in work or output in nearly all the investigations. In the one or two cases in which rivalry was accompanied by a decrease, it was caused by some emotional disturbance, lack of sufficient motivation, or inability of the individual to register the effect of the motive on account of the difficulty of the material." <sup>13</sup> Following this line of reasoning, Zubin reaches the conclusion that, "Since general success in one's undertakings, at least in a competitive society, is dependent upon the tendency to exert one's best efforts, it would seem desirable to provide each pupil with many opportunities for exerting his maximum effort and for being rewarded suitably when he does so." <sup>14</sup> Classwork is the only opportunity that many children have in which to display outstanding ability. They probably do not know a fast inside curve from a forward pass, and when they take part in social affairs, they are likely to develop two left feet and a tongue that can say only, "Er" and "Er ah." But they may know the complete line of presidents in order and be able to give a detailed and coherent account of present American foreign relations. If a history class is their only chance to become a bright and shining light in the school firmament, then it seems

12. Julius Bernard Maller, Cooperation and Competition, Columbia University Contributions to Education, Teachers College Series, No. 384, Bureau of Publications, Teachers College, Columbia University, 1929, P. 38.

13. Joseph Zubin, Some Effects of Incentives, Teachers College Contributions to Education, No. 532, Teachers College, Columbia University, 1932, P. 12.

14. Ibid, p. 50.





reasonable that that chance should be theirs. In order for a person to become an efficient member of society who is working toward a common goal of a better world for all, a person must first develop to the maximum his own capacities and abilities. Therefore the two attitudes are not necessarily in opposition one to the other, but rather can and should be supplementary to each other. However, the author does feel very strongly that pupils should learn that they get much greater true satisfaction from contributing to the welfare and success of the group to which they belong than from catering to the interests of "number one." It is suggested, therefore, that the major emphasis should be placed on group games in which the pupil is working to add to the team's score, with an occasional game involving individual competition thrown in. It is to be noted, of course, that even in team games the element of rivalry is still very much present. To have games without having rivalry is an impossibility. But in team games each individual, as has been said, is contributing to the good of a group and not his own aggrandizement. In this paper some of the games are only for team competition, others only for individual competition, but most can be adapted to either.

#### GAMES AND HISTORY OBJECTIVES

The present writer believes that games can make a definite contribution toward furthering several of the important objectives of history teaching. Just what the objectives of history teaching should be is a question that is open to a wide difference of opinion. Horn states that Miller reported finding fourteen hundred objectives for teaching American history from current literature and other sources in

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15

a paper written in 1928, for instance. However, Tryon has justified each teacher in using his own best judgment in setting up aims by saying, "While the history teacher is waiting for the objectives in his subject to be scientifically determined, he will have to select from the unscientifically determined ones those he thinks of most value and see that he accomplishes them through his teaching." <sup>16</sup> After having studied the lists of objectives of a number of authorities, this author has come to the conclusion that there are at least four major aims which games can help in furthering. These four are:

- I. Acquisition of a store of historical information.
- II. Ability to use maps, charts, indexes, libraries, reference books, and other sources of information.
- III. Ability to analyze causes and results of historical events, and interpret and evaluate the effect these movements and events have had on the course of history.
- IV. Development of good citizenship.

In 1898 the Committee of Seven making The Study of History in Schools listed among the objectives of history teaching the following one, "To furnish the opportunity for the students to acquire a store of valuable historical material." <sup>17</sup> Since that time nearly all such lists have contained a similar statement. In American History in Schools and Colleges we read, "Facts are important, often indispensable, but they are the means toward the larger objectives of history, and not the end themselves." <sup>18</sup>

15. Ernest Horn, Methods of Instruction in the Social Studies, Report of the Commission of the Social Studies, Part XV, Charles Scribner's Sons, 1937, P. 3.
16. Rolla Milton Tryon, The Teaching of History in the Junior and Senior High Schools, Ginn and Company, 1921, P. 216.
17. Ibid, P. 215.
18. Edgar B. Wesley, Director of the Committee, American History in Schools and Colleges, The Macmillan Company, 1944, P. 3.





These facts may include those few, a knowledge of which is necessary to a well educated person. Those found in American History in Schools and Colleges that have been termed an "irreducible minimum" are examples of these facts.<sup>19</sup> They may also include those over and above such a list that the teacher feels a pupil should know at the time he completes his course. Among this last group the author wishes to draw attention to one particular kind -- the knowledge of the characteristics possessed by men of historical importance and the things they did that made them great. The development of good citizenship has been listed as a worthwhile objective for a history course, and it is felt that this knowledge will help toward this goal. There is no guarantee that because a person knows what he should do, he will do it. But there is a strong possibility that not knowing what is the right thing to do will handicap a person who is conscientious about his conduct in choosing the best alternatives that present themselves. In regard to character education, which is one phase of education for citizenship and which can best be taught as are a large proportion of the other phases, some people seem to feel that stressing individual traits, virtues, and ideals is the wrong approach. Dennis Clayton Troth says, "Character training which stresses certain abstract generalizations may well add to the confusion and distortion (of a complicated life situation)".<sup>20</sup> A "second type of problem upon which training in traits, virtues, and ideals tends toward confusion rather than desirable solution is the common type in which a clash of ideals is presented."<sup>21</sup> But the present author has always considered it

19. Ibid, p. 73.

20. Dennis Clayton Troth, Selected Readings in Character Education, The Beacon Press Incorporated, 1930, p. 78.

21. Ibid., p. 79.







a valuable opportunity to be able to analyze the lives of publicly-known men, list their faults and strong points, and apply the information to himself.

Games help a person in acquiring a historical information by making the memorization of these facts, which have been taken up and discussed previously in the class, a lot of fun.

A large part of the knowledge a person acquires in school is soon forgotten through lack of use. It has been said that a well educated person is not one who knows a lot, but one who knows where to find any information he may want. Therefore it is very important for a pupil to learn to use maps, charts, indexes, libraries, reference books, and all similar aids. The list of junior high school objectives in American History in Schools and Colleges includes the following:

"Ability to interpret pictures, charts, diagrams, and cartoons.

Study of more maps and more complex maps.

Locating library materials and using supplementary volumes efficiently." <sup>22</sup>

Among those that are listed for the senior high school level is:

"Skills in reading various types of map projection" <sup>23</sup>

This paper includes several games that require the application of these abilities.

More important than knowing facts and where to find them, second in importance, actually, only to the ability to use knowledge, is the ability to understand facts, their place in their relation to other facts, and all their implications. Paul Boyd has said that history

22. Edgar B. Wesley, Director of the Committee, American History in Schools and Colleges, The Macmillan Company, 1944, P. 78.

23. Ibid., P. 81.

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should give a picture of society as it has developed through the ages, and give the individual a sense of his place in that society. Among the desirable outcomes of history he has listed understanding and habits of critical thinking.<sup>24</sup>

The committee that produced American History in Schools and Colleges has made a test which they feel tests understanding, and requires a drawing of comparisons, a making of interpretations, and an analyzing of causes and results, among other things.<sup>25</sup> In other words the questions require not only memorization but the ability to use some of the higher mental processes. Many questions which are used ordinarily to review subject matter after the material is taken up can test reasoning ability if asked after the information necessary to answer them is studied but before the question itself has been answered directly. This writer believes that games which make use of such questions, the same games that are used for drilling and reviewing that adapt themselves to this type of question, will help in developing the ability to think on a plane higher than mere recall and recognition.

The development of good citizens is not an aim, the advancement of which the author intends to recommend by the use of special games designed for that one purpose. Rather he would only express the opinion that the instructor can teach citizenship as it is involved in character building and learning to work together efficiently by the proper handling of the game program as a whole.

#### A WORD OF CAUTION

A word of caution should be interjected at this point. Because games are an activity which allow more classroom freedom than is ordin-

24. Paul P. Boyd, "Times Test and Our Public Schools", School and Society, 57: 620-23, May 29, 1943.

25. Edgar B. Wesley, Director of the Committee, American History in Schools and Colleges, The Macmillan Company, 1944, P. 4.

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arily the case, care will have to be taken to see that things don't get out of hand. The author still has a valid memory of being called out when playing History Baseball because he pronounced the name of the city of Worms as an angle worm gets its name pronounced after the teacher had carefully explained that the "w" had a "v" sound. At the time it was most embarrassing, but undoubtedly the teacher did the proper thing. There were no more attempts to amuse the class with ill-advised attempts at humor.

#### A FINAL WORD

It should be emphasized here that no attempt is being made to argue for a "game" method of teaching history. In fact, a very small proportion of the class time throughout the year will be spent on games, probably. Rather an attempt has been made to show that games, when used judiciously and with discretion, can be a very valuable part of the overall history program.

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## Table of Contents of Games

In the table of contents the games are arranged according to theme. By the use of symbols at the left they are further classified in three different ways.

In Column A they are classified according to the objectives of history which they are designed to help further. The interpretation of the symbols found in this column follows:

1 - Games which aid in the acquisition of a store of historical information.

2 - Games which help in mastering the ability to use words, charts,

**Part II - Table of Contents of Games**

3 - Games which help in mastering the ability to analyze causes and results of historical events, and interpret and evaluate the effect these movements and events have had on the course of history.

Column B indicates the size of the groups which it is felt can derive pleasure and benefit from the game. These symbols are interpreted as follows:

1 - A large group - the whole class.

2 - Medium-sized groups; seven or twelve players.

3 - A small group; six players or less.

Column C indicates whether the game will take a whole period, some part of a period, or fifteen. The symbols found here are: W, P, and F.





### Table of Contents of Games.

In the table of contents the games are arranged according to kinds. By the use of columns at the left they are further classified in three different ways.

In Column A they are classified according to the objectives of history which they are designed to help further. The interpretation of the symbols found in this column follows:

- 1 - Games which aid in the acquisition of a store of historical information
- 2 - Games which help in mastering the ability to use maps, charts, indexes, libraries, reference books, and other sources of information
- 3 - Games which help in mastering the ability to analyze causes and results of historical events, and interpret and evaluate the effect these movements and events have had on the course of history.

Column B indicates the size of the groups which it is felt can derive pleasure and benefit from the game. These symbols are interpreted as follows:

- L - A large group - the whole class
- M - Medium-sized groups; seven to twelve players
- S - A small group; six players or less

Column C indicates whether the games will take a whole period, only part of a period, or either. The symbols found here are W, P, and





WP which mean:

W - Game takes a whole period

P - Game takes only part of a period

WP - Game can be used either for a whole period or a part of it.

The classifications in Columns Band C were determined on a subjective basis - in most cases the judgment of the author largely. They apply only generally and do not make allowance for individual differences in classes. Furthermore, the teacher, by making changes here and there, can in many cases adapt these games to a wider variety of situations than is suggested here. However, the process of classifying was based on a few simple criteria.

In Column B the main consideration was the actual number of players that the mechanics of the game required to carry it on. The matter of confusion is of some concern here, too. Then it was felt that some games require the presence of a large number to keep up the interest. A football game in history doesn't seem very much like a football game with only three players on a team.

When classifying the games as to the amount of time during the period which should be devoted to them, those games that involve a set dialogue and those that entail the repetition of a simple pattern of steps were listed among the ones that should be planned for only part of a period. However, most quiz games based on the question and answer technique, and games that require vigorous thinking are generally good for a whole period. Another factor is the number of players involved. If there are only a few, the game may exhaust itself before





the period is completed.

### Kinds of Games

#### Games that involve working with source materials

	A	B	C	Page
Treasure Hunt	2	LM	-	24
Scavenger Hunt	2	LMS	W	20
Library Treasure Hunt	2	LMS	W	21
The X Game	2	LM	P	22
Location	2	LMS	P	23

#### Games of Suggestion

Beano	1	LMS	W	25
Progress	1	L	W	36
Keeping Up With the Times	1	LM	P	39
Who Is It	1	LMS	W P	26
Alphabet	1	LMS	P	27
Googenheim	1	LMS	W P	28
Alphabet Soup	1	LMS	P	60
Who Am I	1	LMS	W P	61

#### Quizzes

What Happened Here	1	LMS	P	37
Chits	1-3	L	W P	35
Radio Quiz	1-3	L	W	38
Name The Picture	1	LMS	P	29
Bulletin Board	1-3	LMS	W P	30
Stump The Teacher	1	LMS	P	31
Slogans and Quotes	1	LMS	P	32





Place Tag	1	LMS	P	62
Football	1-3	LM	W	58
Spelling	1	LMS	P	57
Pins	1	LM	P	56
Don't Muff It	1-3	LMS	W P	55
Great Men	1	LM	W P	40
Up Front	1	L	W P	41
Do You Know Me	1	LMS	W P	59
Try For Five	1	LM	W P	42
Picture Quiz	1	LMS	P	43
Doers and Deeds	1	LM	W P	54
Ladder Game	1-3	LM	W	44
Stump The Man Up Front	1	L	W P	45
Quizmas Tree	1-3	LM	W	46
Through The Line	1-3	MS	W P	47
Baseball	1-3	LM	W	48
Wheelright Game	1-3	LMS	W	49
Elimination	1	L	P	50
Steps	1	LMS	P	68

### Dramatizations

Dramatizations and Debates	1-3	LM	W	33
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### Active Games

Name Toe Relay	1	LM	P	63
Matching Relay	1	LM	P	64
Causes and Events	1	L	P	65





Last Letter Contest	1	L	P	66
Character Sketch Relay	1	LM	P	67
Have You Been To Yesterday	1	LMS	P	59

#### Map Location Games

Paste It On	1	LMS	P	34
Lotto	1	2MS	P	51
Where Is It	1	LMS	P	52
Map Partners	1	LMS	P	53

#### Miscellaneous Games

Story Finishing	2	LMS	P	69
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## Games

The games are divided into two groups - Games for both the junior and senior high school, and Games for the junior high school alone. These two groups include all games that in the opinion of the author of this book the senior high school will find both interesting and profitable and which can be played in the school gym.

It must be remembered that each year of each game is designed to be played that each teacher will adapt them to his own needs. However, a number of problems will be found in the text.

### Part III - Games

Part III - Games



### Games

The games are divided into two groups - those for both the junior and senior high school, and those for the junior high school alone. Those that entail dialogue or procedure that in the subjective opinion of the author the senior high school pupil would feel was juvenile and beneath him have been restricted to the latter group.

No more than a bare account has been given of each game because it is expected that each teacher will adapt them to his own needs. However, a sample procedure will be found on the next page.

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### A Sample Procedure

Name The Picture requires the collection of a set of current news pictures. Appoint a pupil committee to supervise the collecting of the pictures and to select those that are to be used in the game.

In order to make this selection some criteria will have to be set up, and the pictures will have to be chosen on that basis. This gives an opportunity to provide training in cooperative discussion techniques. Have the committee meet, and attend yourself so that you can make suggestions for improvements in their method and procedure as the occasion demands.

After the selections have been made, the identifying remarks will have to be removed, and the pictures will have to be mounted and numbered. Assign this job to the pupils who need something of this kind to do.

At game time direct the selection committee to post the pictures around the room.

Have the pupils pass from picture to picture, writing on a sheet of paper an identification of each. The committee then collects and scores the papers, and determines the winner.

Leave the pictures on display in the room for a few days. Then give them to the pupil who has won the game as a prize.

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## Language Arts

Divide the class into groups of five each. Provide each group with a set of questions for which they are to find the answers by using reference books, index cards and their indexes, maps, atlases, charts, and magazines and other sources of information. The group having the most correct answers at the end of the period is the winner.

This game requires that either arrangements be made with the librarian for such an activity, or there be a sufficient number of books in the classroom for all to be able to find something to work with without having to wait.

## Games For Junior And Senior High Schools

### Questions

One for each day - Provide training and drill in the use of sources.

Games for Junior and Senior High Schools



### Scavenger Hunt

Divide the class into groups of two each. Provide each pair with a set of questions for which they are to find the answers by using reference books, other texts and their indexes, maps, graphs, charts, card catalogues and other sources of information. The pair having the most correct answers at the end of the period is the winner.

This game requires that either arrangements be made with the librarian for such an activity, or there be a sufficient number of books in the classroom for all to be able to find something to work with without having to wait.

Equipment needed - Sources of Information

Questions

Can be used to - Provide training and drill in  
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Equipment needed - Sources of information

Questions

Can be used to - Provide training and drill in

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### Library Treasure Hunt

Before game time hide a prize, and place clues for the hunt in reference books in the library which are connected with the course, and with which they are supposed to be acquainted. These clues will be in the form of questions for which they can find the answer in these books. If the answer can be found in several books, the clue should also contain a hint which would indicate just which book is intended. Once the answer is located in the right book, the contestant will find another clue inserted in the book at that page. The first individual or pair, whichever the case may be, to find the treasure, gets it as a reward.

Things needed	-	Prize clues
Can be used to	-	Provide training and drill in the use of sources

Suggested by William H. Cartwright, Jr.,  
Assistant Professor of Education,  
School of Education, Boston University

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Suggested by William H. Garver, Jr.,  
Assistant Professor of Education,  
School of Education, Boston University



### The X Game

Divide the class into groups of about four players each. Provide each group with a map, a graph, or a chart, and a set of questions, probably ten or so in number, which can be answered by studying the map, the graph, or the chart. Set a definite time limit for the length of the game and then start them off. The group which gets the most correct answers in the allotted period of time is the winner.

Things needed	-	Maps, graphs, or charts
Can be used to	-	Provide drill in the use of maps, graphs, and charts

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Things needed	-	Maps, graphs, or charts
Can be used to	-	Provide drill in the use of maps, graphs, and charts



### Location

Divide the class into small groups. Provide each group with a copy of a map. Give directions for locating some place on that map that entails using latitude and longitude lines, scale of miles, natural features, and anything else found on or with the map that would help in finding a spot. The group first finding the right place wins a point, and the group finding the most places first wins the game.

- |                  |   |   |
|------------------|---|---|
| Equipment needed | - | Maps  |
| Can be used to   | - | Provide drill in using natural features, map aids, etc. to locate places. |

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Maps	-	Equipment needed
Provide drill in	-	Can be used to
using natural		
features, map aids,		
etc. to locate		
places.		



### Treasure Hunt

This is a good game for an outing or a picnic, and is designed to bring home to the pupil the usefulness of a map. Choose a committee whose duties are the hiding of objects in the area chosen for the outing, and the making of maps showing the location of these objects. At the time of the outing divide the group into small parties and give each party one of the maps. The buried object will be the prize for the party when it finds it. A prize may also be given to the party who finds its treasure first.

- Equipment needed - Objects to bury; maps
- Can be used to - Teach the value of a map

Adapted from: Lenore Middendorf, "The Treasure Hunt" in "Ideas to Try", The Grade Teacher, 56:69, April 1939.

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Equipment needed	-	Objects to bury
Can be used to	-	Teach the value of a map

Adapted from: Leona Mendenhall, "The Treasure Hunt" in  
"Ideas to Try", The Grade Teacher, 56:69, April 1939.



### Beano

Mark sheets of paper off into rectangular sections. In each of the sections write the name of some event. On little slips of paper write the name of some person connected with each of these events. Also have a bunch of cardboard counters for the players to put on the sections as the occasion arises. The leader shuffles the slips with the people's names on them in a box, then picks them out one at a time and reads them off. The players who have on their cards (which are not identical) the event connected with that person, place a counter on the space in which that event is written. When any player has counters on every space of any line of spaces, that goes through the center of the card, he shouts, "Beano", and is declared the winner.

Related categories other than people and events can be used, e.g. events and causes or results, events and places, etc.

Equipment needed      -      Sheets of paper divided into sections in which are written some events.  
Cardboard counters  
Slips of paper on which are written people's names.

Can be used to      -      Review lives of historical characters and their acts.

Suggested by Mary Sullivan, Elementary School Teacher, Watertown, Massachusetts

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### Who Is It?

One player thinks of a historical personage. The others try to find out who this person is by the process of elimination, asking questions that can be answered, "Yes" or "No." The player making the correct guess then thinks of a person whose identity the others try to guess.

As a rule no winner is determined for this game. Rather, the players feel amply rewarded when they have made a correct guess and have the privilege of thinking of someone.

Equipment needed	-	None
Can be used for	-	Review of lives of historical personages.





## Alphabet

Have each player write at the side of his sheet of paper the letters of the alphabet. At a given signal have them write after each letter the name of some historical character whose name begins with that letter, and an important fact about that character. The person first filling in all the letters, or the one filling in the most letters in a given time, is the winner.

Equipment needed	-	None
Can be used to	-	Review lives of historical personages

Suggested by Pearl Fickett, English Teacher, Gorham Maine Senior High School

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Equipment needed	-	None
Can be used to	-	Review lives of historical
		personages

Suggested by Earl K. Long, Jr.  
Teacher, Graham School, New Orleans  
School



### Googenheim

Have each player divide his paper into rectangular sections. Above each vertical row of sections have them write the name of some category, such as inventors, battles, presidents, etc. At the left of each horizontal row have them write a letter of the alphabet. The purpose of the game is to fill in each square with a name that conforms to the category and begins with the letter that that particular section requires. The person, or pair if the group is working together in groups of two, who first fills all the sections or who fills the most sections in a given period of time, is the winner.

Equipment needed - None

Can be used for - General review

Suggested by Pearl Fickett, English Teacher, Gorham, Maine, Senior High School.





### Name the Picture

Make a collection of current news pictures, removing all identifying remarks. Number them individually and place them on display in the room. Then have the pupils try to identify them. The one identifying the most is the winner.

Things needed - Current news pictures

Can be used to - Study current events

Adapted from: E. Ellis Graham, "Identifying Personages" in "Ideas To Try", The Grade Teacher, 56:68, April 1939.





### Bulletin Board

Pictures, short or quickly understood articles, cartoons, and other pertinent items of current news interest are displayed on the bulletin board for a week. During that time attention is called to them and they are discussed. At the end of the week any quiz game may be played with this material.

Things needed	-	Current news items
Can be used to	-	Study current events
		Test reasoning ability

Adapted from: Ethel May Taylor, "That Current Events Class",  
The Grade Teacher, 63:64, November 1945.

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Current news items	-	Things needed
Study current events	-	Can be used to
Test reasoning ability		

Adapted from: Ethel May Taylor, "What Current Events Class".

The Grade Teacher, 33:66, November 1945.



### Stump The Teacher

This game is played by having the pupils ask the teacher questions. For every question he answers correctly he gets one point. For every question he misses the class gets fifteen points. At the end of the game the points are added to see whether the teacher or the class has won.

(The number of points awarded the class for each of the teacher's errors should be adjusted before the game starts to correspond to the ability of the class.)

Equipment needed	-	None
Can be used for	-	General review

Suggested by Lawrence Fickett , Principal  
Frederick Robie Junior High School,  
Gorham, Maine

Using The Teacher

This was in place of having the pupils ask the teacher questions. For every question he answers correctly he gets one point. For every question he misses he loses one point. At the end of the game the pupils are asked to see whether the teacher or the class has won.

(The number of points awarded the class for each of the

teacher's errors should be limited before the game starts and points should be the ability of the class.)

Equipment needed

Can be used for

Suggested by Lawrence H. Bickel, Jr.  
State of New York, Albany, N. Y.  
October, 1934



### Slogans and Quotes

Make a collection of pictures which can be used to illustrate slogans and quotations which appear in history. Mount these pictures and underneath each write the slogan or question which it illustrates. Number the cards. To play the game pass the cards around the room and have each pupil write on a sheet of paper one sentence naming the author and describing the circumstances under which the quotation was first stated, or stating the reason for which the slogan was used. The pupil making the most correct answers wins the game.

Things needed - List of slogans and quotations  
 Pictures illustrating these  
 slogans and quotations. (These  
 are not essential but add to the  
 interest of the game.)

Can be used for - General review

Adapted from: Jo Costa, "Picture Quiz on American History", The Grade Teacher, 61:15, February 1944.

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Things needed - List of slogans and quotations

Pictures illustrating these slogans and quotations. (These are not essential but add to the interest of the game.)

Can be used for - General review

Adapted from: Jo Costa, "Picture Quiz on American History", The Grade Teacher, 51:15, February 1944.



### Dramatizations and Debates

The winners of a debate cannot be determined entirely objectively, nor can the winning troupe among those that have put on an historical dramatization. But debates and dramatizations are interesting activities, and a winner can be picked out by a board of judges or by the applause of the audience. Hence they are included in this paper.

- |                  |   |   |
|------------------|---|---|
| Equipment needed | - | Dependent on the nature of<br>the dramatization |
| Can be used to   | - | Review<br>Develop reasoning ability             |

## Transactions and Debates

The winners of a debate cannot be determined entirely object-

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esting activities, and a winner can be picked out by a board of judges or by the applause of the audience. Hence they are included in

this paper.

Equipment needed - Dependent on the nature of

the dramatization

Can be used to - Review

Develop reasoning ability



### Paste It On

Have each pupil draw an outline map of the area being studied. Write a list of historical places located in that area on the board. Have each pupil write these names on individual gum labels. At a signal have them start pasting these labels in the proper place on the map.

Those getting all of their labels - or the most - in the right place according to the judgment of the teacher or a "board of experts" are declared the winners.

Things needed - Outline maps  
List of places  
Gum labels

Can be used to - Review place locations

Suggested by Harriet Trask, History Teacher,  
Gorham, Maine, Junior High School





### Chits

Write questions on slips of paper. Pass these out to all the players. Divide the group into teams. Ask the children of each team alternately and in order to answer their questions. If they do, their side retains the slips. But if a player misses, the next in line on his team gets a chance to answer this question. If he succeeds, that team still retains the slip. But if he doesn't, it is put in a box and is later assigned for further study.

The team which at the end of the game has the most slips is the winner.

Things needed - Questions on slips of paper

Can be used to - Review  
Test reasoning  
ability.

# Chits

Write questions on slips of paper. Pass these out to all the players. Divide the group into teams. Ask the children of each team alternately and in order to answer their questions. If they do, their side retains the slip. But if a player misses, the next in line on his team gets a chance to answer this question. If he succeeds, that team still retains the slip. But if he doesn't, it is put in a box and is later assigned for further study. The team which at the end of the game has the most slips is the winner.

Things needed - Questions on slips of paper  
Can be used to - Review  
Text reasoning  
ability.



### Progress

Divide the class into groups of four each. Provide each group with a set of alphabet cards. At a given signal the leader names some category such as inventors, battles, frontiersmen, etc. The members of each group try to name an item in that category, the name of which begins with the letter then on top of their stack of alphabet cards. The first one doing so gets that card, then the group goes on to the next letter. When all twenty-six cards are used, the two in each group who have collected the most cards go on to the next group, a new category is named, and the game goes on.

Things needed - Sets of alphabet cards

Can be used to - Drill in the classification of persons, places, and things.

Adapted from: George J. Miller, Activities in Geography, McKnight and McKnight, 1937, P. 16.

## Progress

Divide the class into groups of four each. Provide each group with a set of alphabet cards. As a given signal the leader names some category such as inventors, battles, frontiersmen, etc. The members of each group try to name an item in that category, the name of which begins with the letter then on top of their stack of alphabet cards. The first one doing so gets that card, then the group goes on to the next letter. When all twenty-six cards are used, the two in each group who have collected the most cards go on to the next group, a new category is named, and the game goes on.

Things needed - Sets of alphabet cards  
Can be used to - Drill in the classification of  
persons, places, and things.

Adapted from: George J. Miller, Activities in Geography.

McKnight and McKnight, 1937, P. 15.



### What Happened Here

The class is given a list of the locations to be included in this game, and are told to find all they can in the way of historical information about them by using reference books, other texts, etc. When the day of the contest arrives, the group is divided into two teams. Alternately each team sends a player to the map who tries to find a place when an important historical fact about it is given. As many as three hints may be given. If only one hint is needed, the player at the map collects three points for his team; if two hints are needed, two points; and three hints, one point. The team garnering the most points is the winner.

Equipment - Large map

Can be used to - Review historical places and their location

Adapted from: Hazel Mortimer, "Teaching map Locations"

in "Ideas to Try", The Grade Teacher, 51:12, November 1933.

# What Happened Here

The class is given a list of the locations to be included in this game, and are told to find all they can in the way of historical information about them by using reference books, other texts, etc. When the day of the contest arrives, the group is divided into two teams. Alternately each team sends a player to the map who tries to find a place when an important historical fact about it is given. As many as three hints may be given. If only one hint is needed, the player at the map collects three points for his team; if two hints are needed, two points; and three hints, one point. The team earning the most points is the winner.

Equipment - large map

Can be used to - Review historical places and their

location

Adapted from: Hazel Mortimer, "Teaching map locations"

in "Ideas to Try", The Grade Teacher, 51:12, November 1968.



## Radio Quiz

Quiz games may be fashioned after radio quizzes which are currently popular. For example:

### 1. Dr. I. Q.

One question master queries members of the audience who are picked out for him by his helpers. Prizes are given for each question answered correctly. (These prizes may be very insignificant in value).

### 2. Information Please or Quiz Kids.

A panel of "experts" undertakes to answer all questions put to them by the audience. Anyone who can stump them may be given a prize.

### 3. Battle of the Sexes

Boys are pitted against the girls, the side answering the most questions being declared the winner.

(In cases number one and two no individual or group is declared the winner. Rather each is pitting his wits against others).

Equipment needed - Home made microphone and other stage properties.  
 Can be used for - General review  
 Test reasoning ability.

Adapted from Florence Anderson, "Quiz Contests" in "Ideas to Try", The Grade Teacher, 57:56, June 1940.

## Radio Quiz

Quiz games may be held on radio stations which are

currently popular. For example:

### 1. Mr. I. Q.

One question master queries members of the audience who are picked out for him by his helpers. Prizes are given for each question answered correctly. (These prizes may be very insignificant in value).

### 2. Information Please or Quiz King.

A panel of "experts" undertakes to answer all questions put to them by the audience. Anyone who can stump them may be given a prize.

### 3. Battle of the Sexes

Boys are pitted against the girls, the side answering the most questions being declared the winner.

(In cases number one and two no individual or group is declared the winner. Rather each is pitted his wife against others).

Equipment needed - Home made microphone and other stage properties.  
Can be used for - General review  
Test reasoning ability.

Adapted from Florence Anderson, "Quiz Contests" in "Ideas to Try",  
The Grade Teacher, 32:88, June 1940.



### Keeping Up With The Times

Two teams are chosen. A player, first on one team then on the other, is given the name of a person or a place. The player must give a current fact concerning the person or place mentioned. The team receives one point for each correct fact, and the side having the highest score is declared the winner.

Equipment needed - None

Can be used to - Emphasize current news

Adapted from: Davis, Preston, "Current Events", The Grade  
Teacher, 48:720, May 1931.

Keeping Up With The Times

Two teams are chosen. A player, first on one team then on the other, is given the name of a person or a place. The player must give a current fact concerning the person or place mentioned. The team receives one point for each correct fact, and the side having the highest score is declared the winner.

Equipment needed	-	None
Can be used to	-	Explainize current news

Adapted from: Davis, Preston, "Current Events", The Grade

Teacher, #8:700, May 1981.



### Great Men

First have the class discuss the question of what factors are  
strictly greatness. Then have them make up a list of people studied in  
History whom they think deserve to be called great. Each pupil is  
then asked to make up three questions about each of the men on the list,  
so varied that the teacher's mind is the center. Pick out or have the  
class pick out the three best questions of each one. Write these  
questions on individual tagboard cards with the answer in the lower  
left hand corner.

To play the game the teacher shuffled the cards and asked the  
question of the pupils. If a pupil can't get it, it goes  
to the next one. The person giving the correct answer gets the  
card and the one getting the most cards wins the game. The group may  
be divided into teams, in which case the group getting the most cards  
between them is the winner.

Spelling words	-	Questions Cards
Can be used by	-	Review lives of
		historical characters

Adapted from Mary Corbridge, "A History Game", in  
"How to Play", The Great Explorer, 1917, February 1917.

Games for Junior High Schools



## Great Men

First have the class discuss the question of what factors constitute greatness. Then have them make up a list of people studied in history whom they think deserve to be called great. Each pupil is then asked to make up three questions about each of the men on the list, so worded that the man's name is the answer. Pick out or have the class pick out the three best questions on each man. Write these questions on individual tagboard cards with the answer in the lower left hand corner.

To play the game the leader shuffles the cards and asks the questions of the pupils in order. If one person can't get it, it goes on to the next one. The person giving the correct answer gets the card and the one getting the most cards wins the game. The group may be divided into teams, in which case the group getting the most cards between them is the winner.

Equipment needed	-	Question Cards
Can be used to	-	Review lives of historical characters

Adapted from Kathryn Korstange, "A History Review", in  
 "Ideas To Try", The Grade Teacher, 53;77, February 1936.

Great Men

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stitute greatness. Then have them make up a list of people studied in  
history whom they think deserve to be called great. Each pupil is  
then asked to make up three questions about each of the men on the list.  
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questions of the pupils in order. If one person can't get it, it goes  
on to the next one. The person giving the correct answer gets the  
card and the one getting the most cards wins the game. The group may  
be divided into teams, in which case the group getting the most cards  
between them is the winner.

Question Cards	-	Equipment needed
Review lines of	-	Can be used to
Historical characters		

Adapted from Kathryn Korstanje, "A History Review", in  
"Ideas To Try", The Trade Teacher, 22:77, February 1955.



### Up Front

Two sides of six each are chosen to go to the front of the room. The children who are not on one of these sides then ask questions of the members of these teams alternately and in order. If the question is answered correctly, the side of the person answering it gets ten points. If not, the person asking the question replaces the one who failed to answer it at the front. The team getting the most points wins.

Equipment needed - None

Can be used for - General review

Adapted from Sister Stella Marie, "A History Quiz" in  
 "Teacher's Help-One-Another Club", The Instructor,  
 March, September 1942.

Up Front

Two sides of six each are chosen to go to the front of the room. The children who are not on one of these sides then ask questions of the members of these teams alternately and in order. If the question is answered correctly, the side of the person answering it gets ten points. If not, the person asking the question replaces the one who failed to answer it at the front. The team getting the most points wins.

- Equipment needed
- None
- Can be used for
- General review



### Try For Five

Every pupil writes three or four questions, all of which are put in a box. The group is divided into teams, each of which starts the game with a hundred points. Each player, before reading his question, states how many points he is going to try for. If he answers his question correctly, his side gets credit for that number of points; if he fails, his side loses that many points. The team getting the most points is the winner. This game has as an advantage the fact that the same question, written in different ways, appears several times.

Things needed - Questions

Can be used for - General review

Adapted from: Sister Stella Marie, "A History Quiz" in "Teacher's Help-One-Another Club", The Instructor,

51:52, September 1942.

## Try For Five

Every pupil writes three or four questions, all of which are put in a box. The group is divided into teams, each of which starts the game with a hundred points. Each player, before reading his question, states how many points he is going to try for. If he answers his question correctly, his side gets credit for that number of points; if he fails, his side loses that many points. The team getting the most points is the winner. This game has an advantage the fact that the same question, written in different ways, appears several times.

Things needed - Questions

Can be used for - General review

Adapted from: Sister Stella Marie, "A History Quiz" in

"Teacher's Help-One-Another Club", The Instructor.

51:52, September 1943.



### Picture Quiz

Historical pictures are placed on display in the room. A pupil starts the game by asking a question about any of the pictures. The pupil who answers the question correctly gets a point and the privilege of asking the next question. At the end of the game the points are added up, and the pupil having the most wins.

Equipment needed - Historical pictures

Can be used for - Review

Adapted from: Sophia Sollors, "An Art Game" in "Teachers' Help-One-Another Club", The Instructor, 51:59, November 1941.

# Picture Quiz

Historical pictures are placed on display in the room. A pupil starts the game by asking a question about any of the pictures. The pupil who answers the question correctly gets a point and the privilege of asking the next question. At the end of the game the points are added up, and the pupil having the most wins.

Equipment needed - Historical pictures

Can be used for - Review

Adapted from: Sophie Seligson, "An Art Game" in "Teachers'

Help-One-Another Club", The Instructor, 51:53, November 1941.



### Ladder Game

Draw two ladders on the board with four rungs on each.

Divide the class into two teams. The teacher or a leader from the class asks questions of the members of the class. If a pupil answers his question correctly, his initials are put on the bottom rung of his team's ladder; when he answers a second question his initials are put on the next rung, and so on. If some one is really good and answers five questions his initials are put on top of the ladder post. At the end of the game the winner is determined by a scrutiny of the two ladders. This can nearly always be done at a glance.

Things needed - Two ladders drawn on the blackboard

Can be used for - General review

Testing reasoning ability

Suggested by Harriet Trask, History Teacher,  
Gorham, Maine, Junior High School

## Ladder Game

Draw two ladders on the board with four rungs on each. Divide the class into two teams. The teacher or a leader from the class asks questions of the members of one class. If a pupil answers his question correctly, his initials are put on the bottom rung of his team's ladder; when he answers a second question his initials are put on the next rung, and so on. If even one is really good and answers five questions his initials are put on top of the ladder post. At the end of the game the winner is determined by a scrutiny of the two ladders. This can nearly always be done at a glance.

Things needed - Two ladders drawn on the blackboard

Can be used for - General review

Testing reasoning ability

Suggested by Harriet Frank, History Teacher,  
Glenview, Illinois, Lincoln High School



### Stump The Man Up Front

Two teams are chosen. Since it is necessary for each player to know what side everyone else is on, it is suggested that the boys play against the girls. Two members from each team stand at the front of the room. These pupils, in order, and alternating teams, call on members of the opposite team at their seats. These people then ask a question of the one who has called on them. If the person at the front of the room answers the question correctly, his side gets a point. If not, the person who has asked the question answers it and replaces the person who failed at the front of the room. This, of course, means that one side has three players at the front of the room and the other side only one. Therefore it is up to the latter to get a second player at the front again just as soon as possible.

If by chance the player who wrote the questions gives the wrong answer too, then the first person to notice this error may answer it correctly and go to the front of the room.

Equipment needed - None

Can be used for - General review

Suggested by Myrtle Storer, Student,  
School of Education, Boston University.

## Stump The Man Up Front

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Equipment needed - None

Can be used for - General review

Suggested by Myrtle Storer, Student,  
School of Education, Boston University.



### Quizmas Tree

At Christmas time when the tree is being trimmed have the pupils make some paper balls and stars for decorations - an equal number of each. On the back of each paste a question. When it's time for the game, divide the group into two teams - the "balls" and the "stars". Have the "stars" go to the tree one at a time, remove a star, and answer the question on its back. Each question answered correctly is a point for that team. Every alternate turn have a "ball" go to the tree, remove a ball, and try to answer the question. The side getting the most points is the winner.

Equipment needed      -      Paper balls and stars for  
the Christmas tree.

Can be used for        -      General review  
Testing reasoning ability

Adapted from: Lois R. Boli, "A 'Quizmas' Tree" in "Teacher's Help-One-Another Club", The Instructor, 54:42, December, 1944.





### Through the Line

Players are formed in a line. The first three gather around a leader, who asks a question. The first of the three to answer it correctly gets a point and goes to the end of the line. The first player in the line then takes his place and a question is asked of this group of three. The game continues on in this way. The pupil collecting the most points is the winner.

Equipment needed - None

Can be used for - General review

Testing reasoning ability

Adapted from: Ruth Funderburg, "Card Drill" in  
 "Teachers' Help-One-Another Club", The Instructor  
 55:53, January 1946.

Through the line

Players are formed in a line. The first three gather around a leader, who asks a question. The first of the three to answer it correctly gets a point and goes to the end of the line. The first player in the line then takes his place and a question is asked of this group of three. The game continues on in this way. The pupil collecting the most points is the winner.

Equipment needed - None

Can be used for - General review

Testing reasoning ability

Adapted from: Ruth Underberg, "Card Drill" in

"Teachers' Help-One-Another Club", The Instructor

33:33, January 1943.



## History Baseball

The players are divided into two teams. Three bases are designated. One side "Comes to bat" first. Their "lead-off man" tries to answer a question put to him by a "pitcher" from the opposing side or by a leader, or one which he picks out of a box. If he succeeds, he goes to first base; if not he is called out. When a second question is answered correctly, the player on first goes to second, and so on. If a runner gets to third base and then a question is correctly answered, he takes his seat, and his side is credited with a run. When three outs have been made the base runners take their seats, and the other side "comes to bat". The side getting the most runs during the course of the game is declared the winner.

Things needed - Prepared questions

Can be used for - General review

Testing reasoning ability

Suggested by Sue Coffey, History Teacher,  
Pomeroy Junior High School,  
Pittsfield, Massachusetts

# History Baseball

The players are divided into two teams. Three bases are designated. One side "comes to bat" first. Their "lead-off man" tries to answer a question put to him by a "pitcher" from the opposing side or by a leader, or one which he picks out of a box. If he succeeds, he goes to first base; if not he is called out. When a second question is answered correctly, the player on first goes to second, and so on. If a runner gets to third base and then a question is correctly answered, he takes his seat, and his side is credited with a run. When three outs have been made the base runners take their seats, and the other side "comes to bat". The side getting the most runs during the course of the game is declared the winner.

- Things needed
- Prepared questions
- Can be used for
- General review
- Testing reasoning ability

Suggested by Joe Coffey, History Teacher,  
Foster Junior High School,  
Elizabethtown, Pennsylvania



### Wheelright Game

Draw a wheel on the board with enough spokes so that each player has one. Give each player a number. Read a question, then call a number. If that player gives the right answer, add a bar crosswise on his spoke; if he misses, erase a portion of the spoke. A right answer given later on will restore a portion of erased spoke. The object of the game is to keep the spoke intact and add bars to it. The pupil who most successfully does this is the winner.

Things needed - Wheel with spokes drawn on the  
blackboard

Can be used for - General review  
Testing reasoning ability

Suggested by Harriet Trask, History Teacher,  
Gorham, Maine, Junior High School.

## Whirlwind Game

Draw a wheel on the board with enough spokes so that each player has one. Give each player a number. Read a question, then call a number. If that player gives the right answer, add a bar across his spoke; if he misses, erase a portion of the spoke. A right answer given later on will restore a portion of erased spoke. The object of the game is to keep the spoke intact and add bars to it. The pupil who most successfully does this is the winner.

Things needed - Wheel with spokes drawn on the

blackboard

Can be used for - General review

Testing reasoning ability

Suggested by Harriet Frank, Primary Teacher,  
Torrans, Maine, Junior High School.



### Elimination

Have the pupils write questions with accompanying answers. Choose two sides, having as captains two pupils with high class averages. The captains alternate in reading questions for the other team to answer. If the player for whom the question is intended can't answer it, it goes to the captain of his team. If he can't answer it, it then goes down the line of players of that team until someone does answer it. All players except the captains who fail to answer the questions correctly are eliminated. The team standing the longest wins.

(A bad feature of this game is that those who are eliminated are likely not to be too greatly interested in the further progress of the game, and therefore will have to be taken care of in some other way.)

Things needed - Questions with answers

Can be used for - General review

Adapted from: Isabel Gallager, "A History Quiz" in "Teacher's Help-One-Another Club", The Instructor, 50:50, March 1941.

Elimination

Have the pupils write questions with unambiguous answers. . .  
Choose two sides, having as captain two pupils with high class  
averages. The captain alternate in reading questions for the other  
team to answer. If the player for whom the question is intended can't  
answer it, it goes to the captain of his team. If he can't answer  
it, it then goes down the line of players of that team until someone  
does answer it. All players except the captain who fail to answer  
the questions correctly are eliminated. The team standing the longest  
wins.  
(A bad feature of this game is that those who are eliminated  
are likely not to be too greatly interested in the further progress of  
the game, and therefore will have to be taken care of in some other  
way.)

Things needed - Questions with answers

Can be used for - General review

Adapted from: Isabel Gallager, "A History Quiz" in  
"Teacher's Help-One-Another Club", The Instructor, 50:50,  
March 1941.



### Lotto

Divide a map of the area being studied into sections. Names of cities, mountains, rivers, bays, and other places which figure in the history of this area, - the same number of places for each section, - are printed on small cards 1" x 1 1/4". A leader is picked who deals out the sections to the players and shuffles the small cards in a box. He then draws out the small cards, one by one, reading aloud the name of the place thereon. The players study their sections in an effort to locate the place; when anyone succeeds, he gives its location and one historical fact about it. If his answer is correct, he gets the small card and places it over the name of that place on his map. The first player getting all the small cards available for his section wins.

Things needed - Map sections

Small cards 1" x 1 1/4"

Can be used to - Review historical places and  
their locations.

Adapted from: Fairolia Weaver, "Geography Lotto Games"  
in "Ideas To Try", The Grade Teacher, 48:400, January 1931

Lotto

Divide a map of the area being studied into sections. Number  
of cities, mountains, rivers, bays, and other places which figure in  
the history of this area. - the same number of places for each  
section. - are written on small cards 1" x 1 1/2". A leader is picked  
who deals out the sections to the players and shuffles the small cards  
in a box. He then draws out the small cards, one by one, reading aloud  
the name of the place thereon. The players study their sections in an  
effort to locate the place; when anyone succeeds, he gives its  
location and one historical fact about it. If his answer is correct,  
he gets the small card and places it over the name of that place on his  
map. The first player getting all the small cards available for his  
section wins.

- Things needed
- Map sections
- Small cards 1" x 1 1/2"
- Can be used to
- Review historical places and  
their locations.

Adapted from: "Geography Lotto Game"  
in "Ideas to Try", The Grade Teacher, 68:400, January 1931



### Where Is It

Divide the group into two teams. Number each child, making sure that each number used is represented on each team. The leader calls the name of a place and a number. The players having that number then try to find the place on the map, the first one successfully locating it getting a point for his team.

#### Equipment - Map

Can be used to - Review or teach the location  
of historical places

Adapted from: Emily W. Elmore and Marie L. Carns, Educational Story  
Plays and School Room Games, A. S. Barnes and Company, 1926, *P. 120.*

Where is it

Divide the group into two teams. Number each child, making sure

that each number used is represented on each team. The leader calls

the name of a place and a number. The players having that number then

try to find the place on the map. The first one successfully locating it

getting a point for his team.

Equipment - Map

Can be used for - Review of facts the location

of historical places

Adapted from Emily W. Moore and Marie L. Carter, Historical Story

Plays and School Room Games, A. S. Barnes and Company, 1926, p. 104



### Map Partners

The players are grouped in pairs. A leader calls out the name of an historically important place and each player attempts to find it on a map before him. (Each pair has a map). The first player of each pair to find the place gets a point. The highest scorer in each pair is a winner, and the player getting the most total points may be called the grand winner.

Equipment needed - Maps for each pair

Can be used to - Teach or review place locations

Adapted from: Ethel Johnston, "Motivating Map Study" in "Ideas to Try", The Grade Teacher, 61:50, April, 1944.

Suggested by Doris W. Hays, History  
Teacher, South, Maine  
Junior High School

Map-Portraits

The players are grouped in pairs. A leader calls out the names of an historically important place and each player attempts to find it on a map before him. (Each has a map). The first player of each pair to find the place gets a point. The highest number in each pair is a winner, and the player getting the most total points wins the game.

Equipment needed - Maps for each pair  
Can be used for - Review of world place locations

Adapted from: Ethel Johnston, "Motivating Map Study" in "Classroom Teacher", 51:30, April, 1964.



### Doers and Deeds

On one set of slips write the names of inventors, political leaders, reformers, and other historical characters. On a second set of slips write the name of the invention, bill, reform or other deed for which the person is known. Distribute the slips with the names on them to one team, those with the deeds on them to the other team. The game starts with the first player on the side having the slips of deeds reading what is written on his slip. The player on the other side who has the slip with the name of the person connected with that deed on it then reads that name and keeps his slip. If the player having the right slip doesn't know it, the side with deed slips is given the opportunity to name the person. If they do, they capture that name slip. Next, the first player on the side having the names slips whose slip hasn't been used reads what is written on his slip, whereupon the player on the other side having the slip with the deed connected with that name on it reads it or runs the risk of having it taken away by the other team. The game continues on in this way with teams alternating, until the slips are exhausted. The team finishing the game with the most slips is the winner.

Things needed - Slips with names or acts written on them.

Can be used to - Review the contributions of historical characters.

Suggested by Harriet Trask, History  
Teacher, Gorham, Maine  
Junior High School





### Don't Muff It

Divide the group into teams. The teacher or a leader throws out a question to the whole group. The player first answering it correctly gets a point for his team. The team scoring the most points is the winner.

Equipment needed - None

Can be used to - Review

Test reasoning ability

Suggested by Josephine Albisetti  
History Teacher, Framingham, Massa-  
chusetts Junior High School

Don't Build It

Divide the group into teams. The teacher or a leader throws out a question to the whole group. The player first answering it correctly gets a point for his team. The team scoring the most points is the winner.

Equipment needed - None

Can be used to - Review

Test reasoning ability

Suggested by Josephine Alciestti  
History Teacher, Yonkers, N.Y.  
Charles Junior High School



## PINS

This game can be played when comparing geographical areas in some particular respect, for example, the North American Colonies of France, Holland, England, and Spain. Make out a list of the things that apply to these areas. Write them on individual slips and stick pins through them. Pass these out, giving an even number to each team. The players then stick these pins in the right place on a bulletin board map. Each correctly placed pin counts a point for the team of the player that put it there. The team putting the most pins in the right place is the winner.

Equipment needed - Bulletin board map

Slip of paper

Pins

Can be used to - Compare geographical areas

Suggested by Josephine Albisetti  
History Teacher, Framingham, Massachu-  
setts, Junior High School

# PLAN

This game can be played when comparing geographical areas in some particular respect, for example, the North American Colonies of France, Holland, England, and Spain. Make out a list of the things that apply to these areas. Write them on individual slips and stick pins through them. Pass these out, giving an even number to each team. The players then stick these pins in the right place on a bulletin board map. Each correctly placed pin counts a point for the team of the player that put it there. The team putting the most pins in the right place is the winner.

Equipment needed - Bulletin board map

Slips of paper

Pins

Can be used to - Compare geographical areas

Suggested by Josephine Albrecht

History Teacher, French Canadian, New York

State, United High School



### SPELLING

The teacher or leader starts the game by spelling the name of some person, place, or thing that is connected with the history course, then calls on some pupil. The pupil pronounces it and uses it in a meaningful sentence. He then spells another word and calls on a second pupil. This pupil pronounces this word, uses it in a sentence, and calls on a third pupil. And so on. Each pupil gets one point for a correct pronunciation, one for an acceptable sentence, and one for a correct spelling. The pupil getting the most points wins the game.

Equipment needed - None

Can be used to - Review persons, places, and things,  
with emphasis on pronunciation and  
spelling

Adapted from: George J. Miller, Activities in Geography, McKnight and McKnight, 1937, P. 1.





## FOOTBALL

Mark off a gridiron with yard lines on the board. Prepare a set of questions and assign to each a yardage value. Divide the group into two teams. One team starts the game by receiving the ball. A member of that team is asked a question. If he answers the question correctly he advances the ball for his team as many yards as that particular question is rated. This team holds the ball until some member of it misses his question, when the other team gets the ball. When one team crosses its opponents goal line, it is credited with a touchdown. It is suggested that each of the four quarters be played on different days and that some of the missed questions be asked again. The two teams alternate receiving the ball at the beginning of each of these quarters. While the game is being played, it is suggested that all the players except the one answering the question be allowed to refer to notes and books.

At the end of the fourth quarter, the team having the most touchdowns is declared the winner.

Things needed - Gridiron drawn on board

Questions with predetermined yardage ratings

Can be used to - Review

Test reasoning ability

Adapted from: Katherine Perrine, "They Play Football in Class", Social Education, 8:355, December 1944.

# FOOTBALL

Half off a gridiron with yard lines on the board. There are  
of questions and assign to each a yardage value. Divide the group into  
two teams. One team starts the game by receiving the ball. A member  
of that team is asked a question. If he answers the question correctly  
he advances the ball for his team as many yards as that particular  
question is tested. That team holds the ball until some member of its  
opponent asks a question, when the other team gets the ball. When one team  
crosses its opponent's goal line, it is awarded with a touchdown. It  
is suggested that each of the four quarters be played on different  
days and that some of the missed questions be asked again. The two  
teams alternate receiving the ball at the beginning of each of these  
quarters. While the game is being played, it is suggested that all the  
players except the one answering the question be allowed to refer to notes  
and books.

At the end of the fourth quarter, the team having the most touch-  
downs is declared the winner.  
Things needed - Gridiron drawn on board  
Questions with predetermined yardage values  
Can be used as - Review  
Test reasoning ability

Adapted from: "Katharine Tarver, 'They Play Football in Class', Social  
Education, 3:222, December 1942.



## DO YOU KNOW ME

Each pupil thinks of some historical character. When his turn comes, he gives facts about this character until some one guesses who it is. The person who guesses correctly gets one point and the person getting the most points wins.

Equipment needed -- None

Can be used to -- Review lives of historical characters.

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## HAVE YOU BEEN TO YESTERDAY

One player asks, "Have you been to yesterday?" The player who is being questioned says, "Yes." The first player then says, "Whom did you see there?" Then the second player gives some facts about an historical place or figure whose identity Player Number One tries to guess. If he guesses correctly he gets a point; if not, Player Number Two gets the point. When an answer has been given and scored the player giving the answer chases the questioner around the room. If he catches him, he has the privilege of again asking, "Have you been to yesterday?" If not, then Player Number Two gets that privilege. The player getting the most points wins the game.

Equipment needed -- None

Can be used to -- Review historical persons and places when the class needs a little exercise.

Adapted from: Emily W. Elmore and Marie L. Carns, Educational Story Plays and School Room Games, A. S. Barnes and Company, 1926, P. 142.

DO YOU KNOW ME

Each would think of some historical character. When his turn comes, he gives facts about this character until some one guesses who it is. The person who guesses correctly gets one point and the person guessing the most points wins.

Equipment needed -- None

Can be used in -- Review lives of historical characters.

HAVE YOU BEEN TO YESTERDAY

One player asks, "Have you been to yesterday?" The player who is being questioned says, "Yes." The first player then says, "When did you see there?" Then the second player gives some facts about an historical place or figure whose identity Player Number One tries to guess. If he guesses correctly he gets a point; if not, Player Number Two gets the point. When an answer has been given and scored the player giving the answer chooses the questioner around the room. If he catches him, he has the privilege of asking, "Have you been to yesterday?" If not, then Player Number Two gets that privilege. The player getting the most points wins the game.

Equipment needed -- None

Can be used in -- Review historical persons and places when the class needs a little exercise.

Adapted from: Emily W. Moore and Marie L. Goss, Questional Story

Play and School from Goss, A. S. Barnes and Company.

1925.



### ALPHABET SOUP

Write each of the twenty-six letters of the alphabet on individual tagboard cards. At the start of the game the leader holds all twenty-six in his hands. He takes them one at a time, holds them up, and says, "I am thinking of something that begins with this letter." (He states one or two identifying facts about it so that the class will have some clues to go on.) The players then try to guess who or what it is. The player guessing the right answer gets the card, and the player getting the most cards wins the game.

Equipment needed -- Alphabet tagboard cards

Can be used to -- Review persons, places, and things

Suggested by Pearl Bennett, Elementary  
School Teacher, Richmond, Massachusetts

## ALPHABET 2 OF

Write each of the twenty-six letters of the alphabet on individual tagboard cards. At the start of the game the leader holds all twenty-six in his hands. He takes them one at a time, holds them up, and says, "I am thinking of something that begins with this letter." (He states one or two identifying facts about it so that the class will have some clues to go on.) The players then try to guess who or what it is. The player guessing the right answer gets the card, and the player getting the most cards wins the game.

Equipment needed -- Alphabet tagboard cards  
 Can be used to -- Review persons, places, and things

Suggested by Pearl Bennett, Elementary  
 School, Wrentham, Massachusetts



### WHO AM I

Cut out strips of heavy paper 3" x 9" and on each of them write the name of some historical character. Divide the group into teams. Choose a pupil from each of the teams in order and pin one of the strips on his back. Have him stand back to the class so that the others can see the name on the slip. This player then tries to guess what this name is while the other players help him by telling him facts about the person whose name is on the slip. If he guesses correctly before the clues are exhausted, his side gets a point. If he doesn't, he takes the card with him back to his seat, later consulting various books to find out what he can about the man.

Equipment needed -- Name Cards

Can be used to -- Review lives of historical characters

Adapted from: Mary Lewis, "History Game" in "Ideas To Try", The Grade Teacher, 61:6, February 1944.

NO. 1

Out one strip of heavy paper 2 1/2" x 9" and on each of them  
write the name of some historical character. Divide the group into  
teams. Choose a pupil from each of the teams in order and let him  
the strips on his back. Have him stand back to the class so that  
the others can see the name on the strip. This player then tries to  
guess what this name is while the other players help him by telling  
him facts about the person whose name is on the strip. If he guesses  
correctly before the class are exhausted, his side gets a point. If he  
doesn't, he takes the card with him back to his seat. After consulting  
various books to find out what he can about the man.

Equipment needed -- Name Cards  
Can be used to -- Review lives of historical char-  
acters

Adapted from: Mary Davis, "History Game" in "Ideas to Try", The Grade  
Teacher, 61:6, February 1944.



### PLACE TAG

Each child gives a name to be included in a list of historical places that is written on the board. The group is divided into teams and a player starts off by repeating one of the names on the list slowly three times. Before he has finished, the person who gave that name must state an historical fact about the place. If he succeeds, his side gets a point. He then repeats a name slowly three times and the game continues on.

Things needed -- List of historical places

Can be used to -- Review historical places.

Adapted from: May Harshbarger, "Geography Games" in "Teachers' Help - One Another Club", The Instructor, 53:50, June 1944.

# PLACE TAG

Each child gives a name to be included in a list of historical places that is written on the board. The group is divided into teams and a player comes off by repeating one of the names on the list slowly three times. Before he has finished, the person who gave that name must state an historical fact about the place. If he succeeds, his side gets a point. He then repeats a name slowly three times and the game continues.

on.

Things needed -- list of historical places  
Can be used to -- review historical places.

Adapted from: Mary Kautenberg, "Geography Games" in "Teachers' Help-1"

and "Another Club", The Instructor, 53:50, June 1944.



## NAME TOE RELAY

Divide the group into teams, the members of which are lined up one behind the other. At a given signal the first player of each team runs to the board and writes the name of some historical person, place, or thing that begins with the same letter as does his first name. He must spell it correctly or else write another that begins with this letter that he can spell correctly. When he has done that, he runs back to his team and touches the next player's toe with his foot. This player then runs to the board and writes a word beginning with the first letter of his Christian name. The team in which all the players do this first wins.

Equipment needed -- None

Can be used to -- Review spelling of  
historical words.

Adapted from: Emily W. Elmore and Marie L. Carns, Educational Study Plays and School Room Games, A. S. Barnes and Company, 1926. P. 107

NAME THE TEAM

Divide the group into teams, the members of which are lined up one behind the other. At a given signal the first player of each team runs to the board and writes the name of some historical person, place, or thing that begins with the same letter as the first letter of the team's name. He must spell it correctly or else write another that begins with this letter that he can spell correctly. When he has done that, he runs back to his team and touches the next player's toe with his foot. This player then runs to the board and writes a word beginning with the first letter of his Christian name. The team in which all the players do this first wins.

Equipment needed -- None  
Can be used for -- Review spelling of historical words.

Adapted from Emily E. Almore and Marie L. Carter, Elementary Study  
Plays and School Book Games, A. S. Barnes and Company, 1924, p. 107



### MATCHING RELAY

The group is divided into teams. Two columns of historical items to be matched are drawn up, making as many items as there are players on each team. Each team is given one of the lists, which remain at a stated spot. At a given signal the first player on each team rushes forward and attempts to match the first item on his list. If he is successful the second player then tries to match the second item. However, if any player does not give the right answer, the next player tries that item, and so on until it has been correctly matched. When this has been done, the next player following the one getting the right answer goes on to the next item. The team first correctly matching its list is the winner.

Things needed -- Columns of historical items to be  
matched

Can be used for -- General review

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Things needed --- Columns of historical items to be

matched

Can be used for --- General review



### CAUSES AND EVENTS

Divide the group into teams, of about eight players each. The leader names some event and states how many causes and how many results of that event are needed for a full answer. As soon as this is done, the first player runs to the board and writes a cause, the second pupil, another cause, and so on until the required number of causes is written down. The next player then writes a result and so on until the required number is written. The first team getting a complete list wins.

Things needed -- List of events with causes  
and results

Can be used to -- Review the causes and results of  
historical events

## QUESTIONS AND ANSWERS

Divide the group into teams, of about eight players each. The leader names some event and states how many games and how many results of that event are needed for a full answer. As soon as this is done, the first player runs to the board and writes a game, the second player another game, and so on until the required number of games is written down. The next player then writes a result and so on until the required number is written. The first team getting a complete list wins.

Things needed -- list of events with games

and results

Can be used to -- follow the games and results of

historical events



## LAST LETTERS

Divide the group into teams,; give each player on each team one or more letters, making sure that every letter of the alphabet is assigned. At a given signal the first player of each team runs to the board and writes a name or word directly connected with the classwork. If it is spelled correctly, the person having the letter in which that word ends runs to the board and writes a word beginning with that letter. The game continues in this way until a prearranged time limit is reached. The team which has written the most words correctly during that time is the winner.

Equipment needed -- None

Can be used to -- Review historical names, places and things, with special emphasis on spelling.

Adapted from: Emily W. Elmore and Marie L. Carns, Educational Story Plays and School Room Games, A. S. Barnes and Company, 1926, <sup>P/34</sup>





## CHARACTER SKETCH RELAY

Divide the class into teams of about six players each. Either write the name of some historical personage on the board for all the teams to work with or have the first player of each team write a name for his team to work with as his turn. At a given signal the first player runs to the board and writes a fact or description about the name previously chosen, or writes a name himself. Then the next player writes a fact or descriptive phrase. The team first completing a list to which every player has added one bit of information wins.

Equipment needed    --   None

Can be used to        --   Review the lives of  
                                 historical characters

Adapted from: Emily W. Elmore and Marie L. Carns, Educational Story Plays and School Room Games, A. S. Barnes and Company, 1926, *P. 129*.





### STEPS

This game can be played when step sequences are to be learned. Each step is written on a separate card. For each step there is also a card bearing the number indicating the position of that step in the sequence on it. Each player is given a complete set of these cards. At a given signal each player arranges his number cards in order starting with one. He then matches these cards with the proper step cards. The first one to do this successfully wins the game.

Things needed - Sets of cards

Can be used to - Provide drill in learning step sequences.

Adapted from: Carolyn Nunn, "Games Lighten Learning", Sierra Educational News, 40:24, October 1944.

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Each step is written on a separate card. For each step there is also  
a card bearing the number indicating the position of that step in the  
sequence on it. Each player is given a complete set of these cards.  
At a given signal each player arranges his number cards in order  
starting with one. He then matches these cards with the proper step  
cards. The first one to do this successfully wins the game.

Things needed - Sets of cards  
Can be used to - Practice while in learning step  
sequences.

Adapted from: Carolyn Hunt, "James Lighted Lantern", Black Science  
News, Vol. 12, October 1944.



### Story Finishing

Read an account of the material contained in the textbook, making sure that several points are left out. When through reading, turn the class loose with the books and tell them to find what points have been omitted. Those who discover the most items are the winners.

Things needed - Prepared account of lesson material

Can be used to - Provide drill in discovering facts  
in a portion of written material.

Suggested by Eleanor Stimson  
Elementary School Teacher,  
Braintree, Massachusetts

## Story Telling

Read an account of the material contained in the textbook, making sure that several points are left out. When through reading, turn the class loose with the book and tell them to find what points have been omitted. Those who discover the most items are the winners.

Things needed - Prepared account of lesson material

Can be used to - Provide drill in discovering facts

in a portion of written material.

Suggested by Eleanor Edmondson

Elementary Art of Teaching

Waterville, Massachusetts



## Questionnaire for Parents

The mother/father will complete this questionnaire for the child being interviewed. The questionnaire will be completed at the time of the interview. The questionnaire will be completed at the time of the interview. The questionnaire will be completed at the time of the interview. The questionnaire will be completed at the time of the interview.

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1. How long have you been married?  
2. How long have you been married?

## Part IV - Questionnaire and Results

1. For what purpose is this questionnaire?

(a) Research

(b) Provide evidence in case of child abuse or other concerns

(c) Provide evidence in case of child abuse or other concerns

2. How long have you been married?

3. Do you have any children? If so, how many?

4. Do you have any children? If so, how many?

5. Do you have any children? If so, how many?

Part IV - Questionnaire and Results



### Questionnaire And Results

The author talked with fourteen history teachers to get their ideas about using games in class. The information that was obtained doesn't adapt itself particularly well to statistical arrangement. Rather it comprises a body of opinion and suggestions, and will be reported in that light.

The interviews were oral and were based on the following set of questions:

1. Have you taught less than five years? Five years?  
More than five years?
2. Do you use games in your history classes?
3. For what purposes do you use games?
  - (a) Review?
  - (b) Provide training in use of reference books  
and other sources?
  - (c) Provide training in and test ability to use  
higher mental processes?
4. What games do you use?
5. Do you feel that children like classroom games?
6. Do you feel that games motivate the pupils to work  
harder on review than do other devices?
7. Do you feel that they are more likely to motivate the  
pupils to use extra books in their review than are  
other devices?

Questionnaire and Results

The author talked with fourteen history teachers to get their ideas about using games in class. The information that was obtained doesn't show a great deal of agreement with the statistical averages. Rather it comprises a body of opinion and suggestions, and will be reported in that light.

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2. Do you use games in your history classes?
3. For what purposes do you use games?
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  - (b) Provide material in use of reference books and other sources?
  - (c) Provide material in and test ability in use of higher mental processes?
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6. Do you feel that games motivate the pupils to work harder on review than do other devices?
7. Do you feel that they are more likely to motivate the pupils to use extra books in their review than are other devices?



8. Do you feel that children work harder on their history lessons after a game has been used than they would otherwise?
9. Do you feel that they are more likely to do extra work in history after a game has been played and as a result of it than they would otherwise?
10. Do you prefer games which require the use of teams, or those in which each individual is striving for first place? Why?
11. How often do you feel they can be used?
12. Have you noticed any situations that arise when games are being played that should be guarded against? If so, what are they?
13. Other Comments

Following are the answers for each question:

1. Nine teachers had taught more than five years each. One of these nine had spent some of those years as a teacher in the intermediate grades. Two teachers had taught just five years. One of these was a teacher in the intermediate grades. One teacher had taught less than five years.  
The length of service of two teachers was not ascertained.
2. Eleven teachers had used games at some time or other. Three teachers had not used games.
3. All eleven of these teachers used them for review work.

8. Do you feel that children were hindered on their history lessons

after a game has been used than they would otherwise?

9. Do you feel that they are more likely to do extra work in

history after a game has been played and as a result of it

than they would otherwise?

10. Do you prefer games which require the use of terms, or those

in which each individual is striving for first place? Why?

11. How often do you feel they can be used?

12. Have you noticed any situations that arise when games are being

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The length of service of two teachers was not

ascertained.

2. Eleven teachers had used games at some time or other.

Three teachers had not used games.

3. All eleven of these teachers used them for review

work.



They were used very little to provide training in the use of source materials, and no one had used them to give training in or test the ability to use the higher mental processes. Other reasons advanced for using them were:

- (a) Break monotony; get interest.
  - (b) Stimulate the pupils to think up questions.
  - (c) Drill on basic facts.
  - (d) Mitigate pupils' classroom fear.
  - (e) Stimulate classroom participation on part of those who don't usually participate (In those games in which questions are answered by a board of experts, pupils are very likely to participate if the teacher is one of the experts).
  - (f) Emphasize important points in lesson.
4. A large number of games were suggested, many of which are included in Section III - Games.
  5. All teachers that had used games were agreed that pupils enjoy them. One teacher made the definite statement that they create more enthusiasm than other devices. The only reservation was that dull children do not like things that accentuate their inability.

They were used very little to provide evidence in the use of sound materials, and no one had used them to give evidence in or test the ability to use the higher mental processes. Other reasons advanced for using them were:

- (a) Break monotony; get interest.
- (b) Stimulate the pupils to think up questions.
- (c) Drill on basic facts.
- (d) Mingle pupils' classroom work.
- (e) Stimulate classroom participation on part of those who don't usually participate (in those games in which questions are answered by a board of experts, pupils are very likely to participate if the teacher is one of the experts).
- (f) Emphasize important points in lesson.

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All teachers that had used games were agreed that pupils enjoy them. One teacher made the definite statement that they create more enthusiasm than other devices. The only reservation was that dull children do not like games that necessitate their inability.



6. Most teachers felt that games motivate the pupils to work harder on review than would ordinarily be the case, provided the children are told beforehand that a game is going to be played. One teacher made the point, however, that this is not the case, if the device is overworked. It is to be noted that the teachers were hesitant about making a direct comparison between games and other devices.
7. Opinion was divided as to whether or not the pupils would refer to additional texts and do other extra work for review if a game was going to be played. Little comparing was done between this and other devices.
8. There was no great confidence expressed in the idea that after a game has been played students will study their lessons harder because of it. A number of teachers made no comment one way or the other.
9. The same answer was given in regard to the efficacy of games in motivating the pupils to use extra books and do other extra work after the game has been played as was given for question eight.
10. Most of the teachers preferred games which make use of teams, although some liked both equally well. These felt it was best to vary the program with the use of both. It was also remarked that the answer to

6. Most teachers felt that games motivate the pupils to work harder on review than would ordinarily be the case, provided the children are told beforehand that a game is going to be played. One teacher made the point, however, that this is not the case, if the device is overworked. It is to be noted that the teachers were hesitant about making a direct comparison between games and other devices.

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10. Most of the teachers preferred games which were less of a game, although some liked both equally well. These felt it was best to vary the program with the use of both. It was also remarked that the answer to



this question depends on the class and the pupils in it.

These reasons were given for the preference for team games:

- (a) Pupils get the feeling of belonging to a group.
- (b) The inability of the dull pupil is not accentuated, which means that more pupils take an interest in and enjoy the games.
- (c) The bright pupils help the dull ones on their team when preparing for the game.

11. The following answers were given to the question of how frequently can games be used;

- (a) Once every Friday; at a regular time.
- (b) At any spare moment.
- (c) For review sessions.
- (d) Ten per cent of the time.
- (e) Frequently; at end of every unit.
- (f) Once in six weeks - as a treat.
- (g) Any special occasion
  - (1) Day after vacation
  - (2) Dull days
- (h) Whenever anything comes hard
- (i) Once a month
- (j) Not more than once every two weeks.

12. Things to be guarded against while playing games

This question depends on the class and the pupils

in it.

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in and enjoy the games.

(c) The bright pupils help the dull ones on their

team when preparing for the game.

11. The following answers were given to the question of

how frequently team games should be used:

(a) Once every Friday; at a regular time.

(b) At any spare moment.

(c) For review sessions.

(d) Ten per cent of the time.

(e) Irregularly; at end of every unit.

(f) Once in six weeks - as a treat.

(g) Any special occasion

(1) Day after vacation

(2) Drill days

(h) Whenever anything comes hard

(1) Once a month

(j) Not more than once every two weeks.

12. Things to be guarded against while playing games



were listed as follows:

- (a) Talking all at once by everyone.
- (b) Confusion.
- (c) Coaching from the other players.
- (d) Taking too much time in choosing teams.
- (e) Choosing of poor captains by the pupils.
- (f) Asking questions which aren't clear.
- (g) Arguing about the rules. (They should be decided on beforehand).
- (h) Cheating.
- (i) Picking on each other.

13. Other comments were:

- (a) Games should be led up to and the teams chosen beforehand.
- (b) When games are played, the child sees the human side of the teacher.
- (c) It is sometimes well to spring games on the class unexpectedly.
- (d) A couple of students can be chosen to summarize at the end of the period what has been accomplished during it.

Most of the teachers interviewed use games in their history classes; and all those that do use them, although hesitant about comparing them with other devices, seem to feel that they are a very worthwhile activity.

were listed as follows:

- (a) Telling all at once by everyone.
- (b) Demonstrator.
- (c) Teaching from the other players.
- (d) Taking too much time in choosing teams.
- (e) Choosing of poor opponents by the pupils.
- (f) Asking questions which aren't clear.
- (g) Arguing about the rules. (They should be decided on beforehand).
- (h) Cheating.
- (i) Picking on each other.

12. Other comments were:

- (a) Games should be laid up to suit the games chosen beforehand.
- (b) When games are played, the child uses the human side of the teacher.
- (c) It is suggested well to bring games on the class when needed.
- (d) A couple of students can be chosen to summarize at the end of the period what has been accomplished during the day.

13.

Most of the teachers interviewed use games in their history classes; and all those that did use them, although hesitant about comparing them with other devices, seem to feel that they are a very worthwhile activity.



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